

<p style="text-align: center;"><u>English</u></p> <p>Summer 1 Learning Journey 1 Text: How to live forever. Outcome: Quest narrative Guided Reading Texts:</p> <p>Learning Journey 2 – Text: <i>Flood</i> by Alvaro Villa / <i>Window</i> by Jeannie Baker Outcome: Persuasive leaflet Guided Reading Texts</p> <p>Summer 2: Learning Journey 1: Journey to the River Sea Outcome: Amazon description, Diary entry, and Letter Guided Reading Texts: As above</p>	<p style="text-align: center;"><u>Maths</u></p> <p>Summer 1 Review of fractions Fractions greater than 1 Symmetry in 2d shapes</p> <p>Summer 2 Time Division with remainders</p>	<p style="text-align: center;"><u>Science</u></p> <p>Summer 1: How plants reproduce (7 sessions) Discovering: Reproductive parts of a flowering plant, all flowers are similar but different, seed dispersal, and what does a seed do?</p> <p>Summer 2: Living things (6 sessions) Discovering:</p>
<p>PE:</p> <p>Summer 1: Net/wall games / Strike/field games</p> <ul style="list-style-type: none"> - Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. – Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly. - Recognize and discuss how net games make the body work. <p>Summer 2: Invasion games / Athletics</p> <ul style="list-style-type: none"> - Play games with some fluency and accuracy, using a range of throwing and catching techniques. - Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack - Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines - Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better 	<p>Year 4</p> <p>Summer Term</p> <p><u>Brazil and the Amazon Rainforest</u></p> <p><u>Launch pad: Living Rainforest</u></p>	<p>Geography – Brazil and the Amazon Rainforest</p> <p>Locational knowledge: I can locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> - Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. - Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. <p>Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Place knowledge: I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <ul style="list-style-type: none"> - Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children use prior knowledge of the world to identify the climate they think may exist in different parts of South America. - Identify and mark on a map the different countries of South America. - Identify the major cities and consider how they differ to other regions in the country. - Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children make connections between South America and the UK. <ul style="list-style-type: none"> - Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. - Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc). <p>Human and physical geography: I can describe and understand key aspects of: physical geography, including: climate zones. Use and explain the term ‘climate zone’.</p> <p>Identify the different climate zones.</p> <ul style="list-style-type: none"> - Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. - Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this. <p>Geographical skills and fieldwork I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in North and South America. I can use the eight points of a compass. Use locational language to describe the location of points on a map of the school/local area. I can use four and six-figure grid references, symbols and keys to build my knowledge of the wider world – North and South America.</p>
<p>Music – Musical performance of the Great Kapok Tree</p> <p>Listen with attention to detail and recall sounds with increasing aural memory Sing, play and perform in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression in performance of Rumpus in the Rainforest Using musical notation, treble clef and bass clef to do musical maths and write musical rhythms in 4, 3 and 2 time.</p>	<p style="text-align: center;">PSHE (Jigsaw)</p> <p style="text-align: center;">Relationships / Changing Me</p>	<p style="text-align: center;">ICT</p> <p style="text-align: center;">Information Technology – Drawing graphs using Google Sheets to collect, evaluate and present data.</p> <p>Analyse information Evaluate information Collect data Present data</p>
<p style="text-align: center;">RE: Kingdom of God / Gospel</p> <p>Summer 1: Concept: Kingdom of God Context: When Jesus left, what was the impact of Pentecost Contextualise Explain what Pentecost means to some Christians and how they celebrate it</p> <p>Summer 2: Concept: Gospel Context: What kind of world did Jesus want? Explain and Apply Explain what stories in the Gospels might teach us about how to live our lives today</p>	<p>Art – Wire Animal sculpture</p> <p>Form – plan and develop, experience surface patterns and textures, discuss own work and work of other sculptors. Colour – To choose effective colourings linking to their animals</p> <p>Texture – To manipulate wire and decoupage.</p>	<p>DT – The Secret Garden: How can Mary and Dickon tell if anybody is coming into the garden? Design a device which will alert Mary and Dickon if anyone enters the garden. Make sure the device can not be seen by intruders. Generate: Investigate and analyse a range of existing products.</p> <ul style="list-style-type: none"> - As a class, research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <p>Design: Develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces. Make: Reflect on my designs and develop them. Identify what is working well and what can be improved.</p> <ul style="list-style-type: none"> - I improve the product after testing. - My product is well finished in a way that appeals. <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical Knowledge: Choose components that can be controlled by switches or by ICT equipment.</p> <ul style="list-style-type: none"> - Understand and use electrical systems in their products (switches, bulbs and buzzers)